



Marietta
city schools
A Georgia Charter System

- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School Improvement Plan

School
Name

West Side Elementary School

School
Year

2023-2024

Members



Christina Wagoner, Principal

Carla Adkison, Assistant Principal

Laura Kraus, Assistant Principal

Emily Hulbert, TSS

Sara Kany, Reading Instructional Coach

Katy Eason, Math Instructional Coach

T'Shunta Rambert, Counselor

Carrie Woityra, Counselor

Morgan Carden, Kindergarten Team Lead

Carrie Reeser, 1st Grade Lead

Members



Katherine Bragg, 2nd Grade Team Lead

Laura Young, 3rd Grade Team Lead

Catherine Bruner, 4th Grade Team Lead

Anna Beaman, 5th Grade Team Lead

Kristen Moore, Specialist Team Lead

SGT Members

Michelle Burns, Gifted Coordinator

Denise Herman, Gifted Coordinator

Laura Moseley, Media Specialist

Needs Assessment Reading/ELA



ELA	TOTAL # STUDENTS	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3RD TOTAL	83	5	6.0%	10	12.0%	29	34.9%	39	47.0%
4TH TOTAL	74	5	6.8%	16	21.6%	39	52.7%	14	18.9%
5TH TOTAL	92	6	6.5%	26	28.3%	38	41.3%	22	23.9%
SCHOOL TOTAL	249	16	6.4%	52	20.9%	106	42.6%	75	30.1%

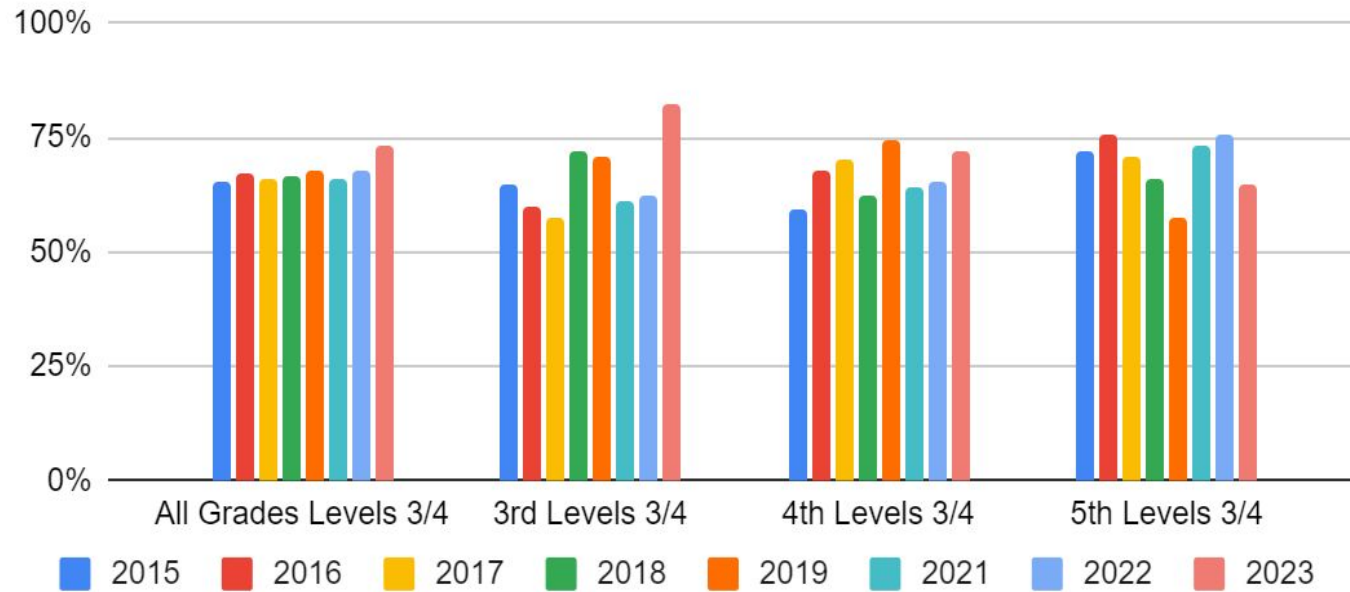
ELA by Demographic	TOTAL # STUDENTS	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Black	34	7	20.6%	12	35.3%	11	32.4%	4	11.8%
Hispanic	8	1	12.5%	4	50.0%	2	25.0%	1	12.5%
White	183	6	3.3%	32	17.5%	79	43.2%	66	36.1%
Multi	21	2	9.5%	3	14.3%	14	66.7%	2	9.5%
SWD	37	10	27.0%	15	40.5%	9	24.3%	3	8.1%
ED	36	6	16.7%	14	38.9%	13	36.1%	3	8.3%

Needs Assessment Reading Historical EOG



ELA EOG All Students

% of Students Proficient & Distinguished



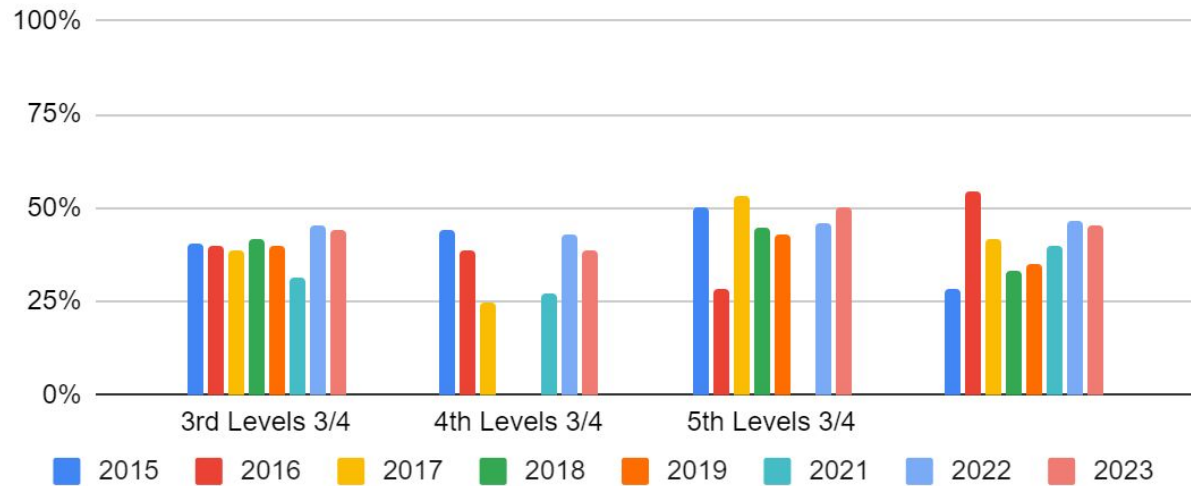
Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	65.4%	67.3%	66.2%	66.7%	67.6%	65.8%	67.8%	73.0%
3rd Levels 3/4	65.0%	60.0%	57.5%	72.1%	70.7%	60.9%	62.5%	82.0%
4th Levels 3/4	59.4%	67.6%	70.4%	62.1%	74.1%	64.2%	65.2%	72.0%
5th Levels 3/4	71.9%	75.4%	71.0%	65.7%	57.5%	72.9%	75.4%	65.0%

Needs Assessment Reading Historical EOG



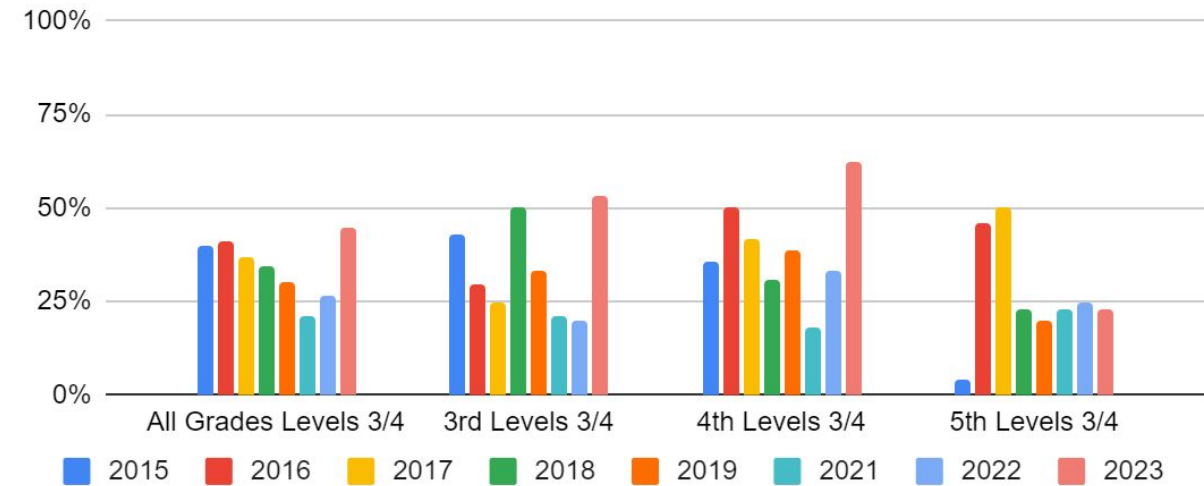
ELA EOG Black/African American Students

% of Students Proficient & Distinguished



ELA EOG Economically Disadvantaged Students

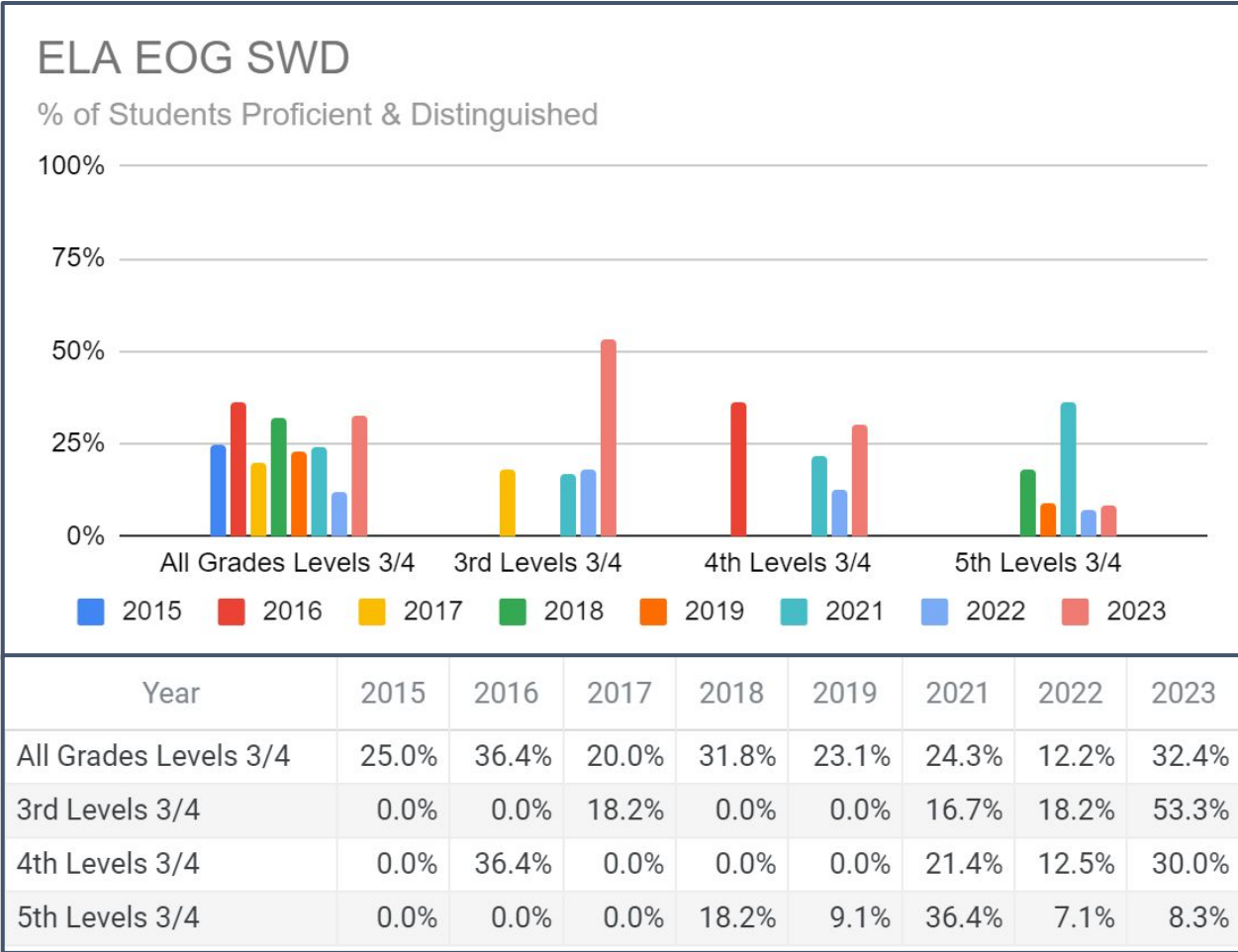
% of Students Proficient & Distinguished



Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	40.4%	39.6%	38.8%	41.7%	40.0%	31.4%	45.2%	44.2%
3rd Levels 3/4	43.8%	38.9%	25.0%	0.0%	0.0%	27.3%	42.9%	38.5%
4th Levels 3/4	50.0%	28.6%	52.9%	44.4%	42.8%	0.0%	46.2%	50.0%
5th Levels 3/4	28.6%	54.6%	41.7%	33.3%	35.3%	40.0%	46.7%	45.5%

Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	39.6%	40.9%	36.9%	34.2%	30.0%	21.0%	26.6%	44.4%
3rd Levels 3/4	42.8%	29.4%	25.0%	50.0%	33.3%	21.1%	20.0%	53.3%
4th Levels 3/4	35.7%	50.0%	41.7%	30.8%	38.5%	18.2%	33.4%	62.5%
5th Levels 3/4	4.0%	46.2%	50.0%	23.1%	20.0%	23.1%	25.0%	23.1%

Needs Assessment Reading Historical EOG



Needs Assessment Math



Math by Homeroom	TOTAL # STUDENTS	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
3RD TOTAL	83	2	2.4%	10	12.0%	35	42.2%	35	42.2%
4TH TOTAL	74	4	5.4%	11	14.9%	31	41.9%	28	37.8%
5TH TOTAL	92	4	4.3%	26	28.3%	29	31.5%	33	35.9%
SCHOOL TOTAL	249	10	4.0%	47	18.9%	95	38.2%	96	38.6%

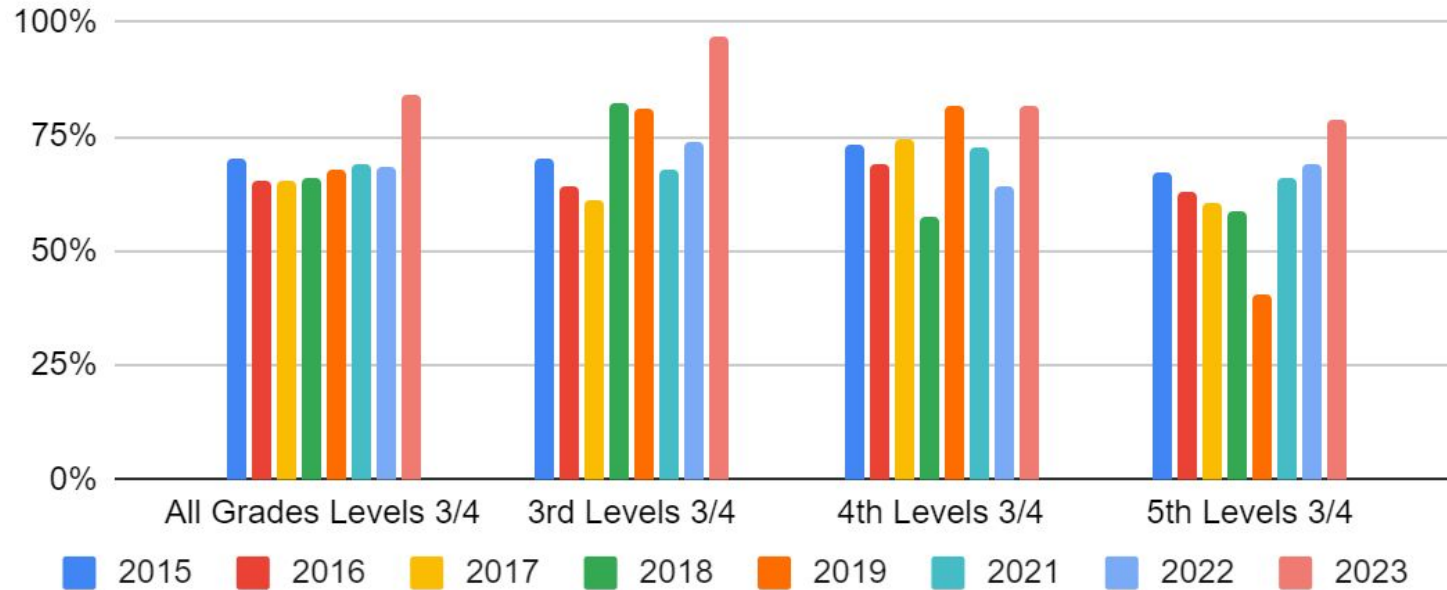
Math by Demographic	TOTAL # STUDENTS	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Black	34	4	11.8%	14	41.2%	9	26.5%	6	17.6%
Hispanic	8	2	25.0%	2	25.0%	3	37.5%	1	12.5%
White	183	3	1.6%	26	14.2%	71	38.8%	83	45.4%
Multi	21	1	4.8%	5	23.8%	11	52.4%	4	19.0%
SWD	37	7	18.9%	14	37.8%	8	21.6%	8	21.6%
ED	36	6	16.7%	11	30.6%	12	33.3%	7	19.4%

Needs Assessment Math Historical EOG



Math EOG All Students

% of Students Proficient & Distinguished



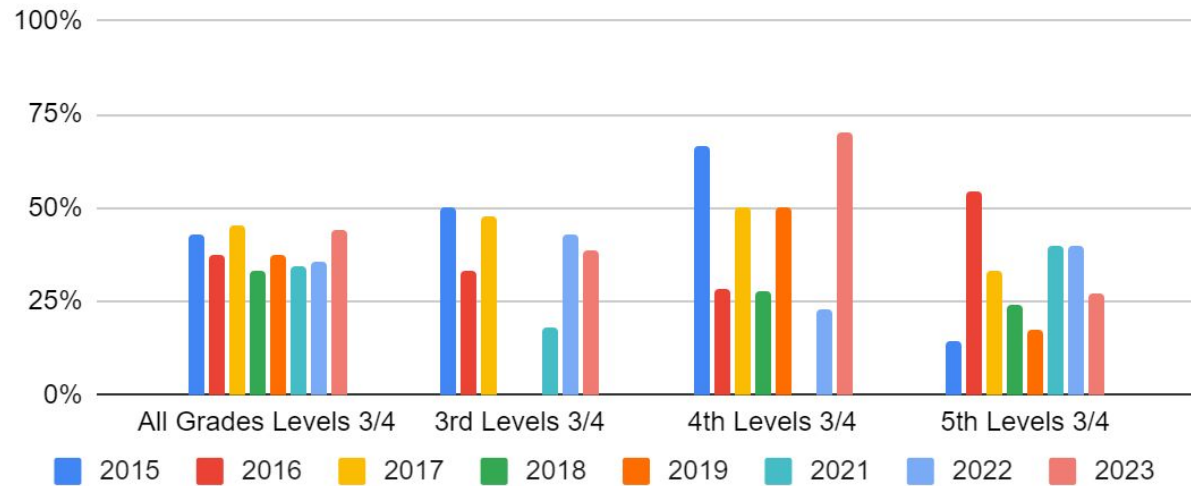
Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	70.1%	65.4%	65.3%	66.2%	68.0%	68.9%	68.6%	84.2%
3rd Levels 3/4	70.2%	64.0%	61.3%	82.3%	81.3%	67.8%	73.6%	96.7%
4th Levels 3/4	73.1%	68.9%	74.3%	57.6%	81.6%	72.8%	64.0%	81.4%
5th Levels 3/4	67.2%	63.1%	60.6%	58.9%	40.6%	66.2%	69.2%	78.7%

Needs Assessment Math Historical EOG



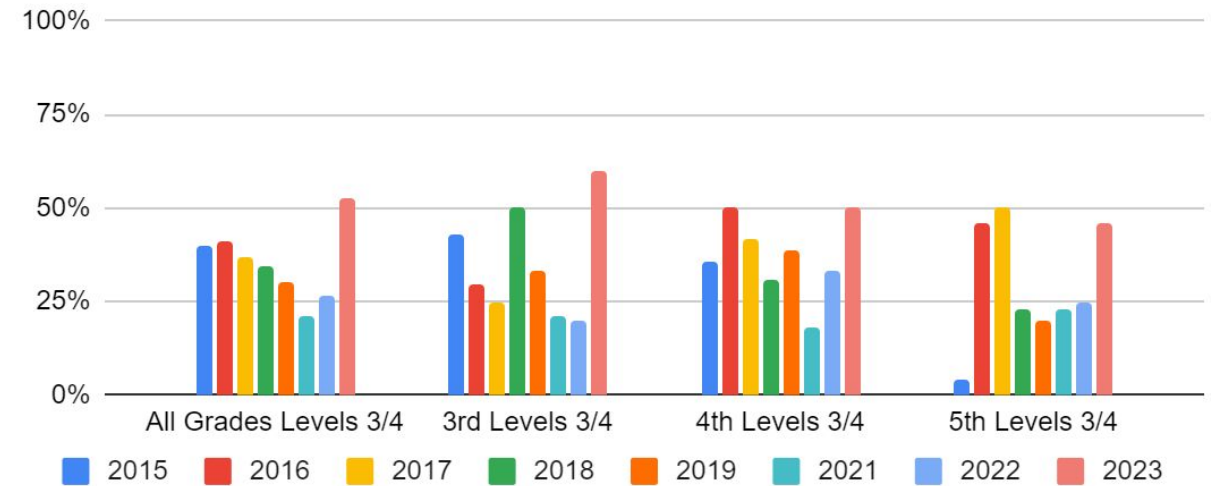
Math EOG Black/African American Students

% of Students Proficient & Distinguished



Math EOG Economically Disadvantaged Students

% of Students Proficient & Distinguished



Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	42.8%	37.2%	45.1%	33.3%	37.5%	34.3%	35.7%	44.1%
3rd Levels 3/4	50.1%	33.3%	47.6%	0.0%	0.0%	18.2%	42.8%	38.5%
4th Levels 3/4	66.7%	28.5%	50.0%	27.8%	50.0%	0.0%	23.1%	70.0%
5th Levels 3/4	14.3%	54.6%	33.3%	23.8%	17.6%	40.0%	40.0%	27.3%

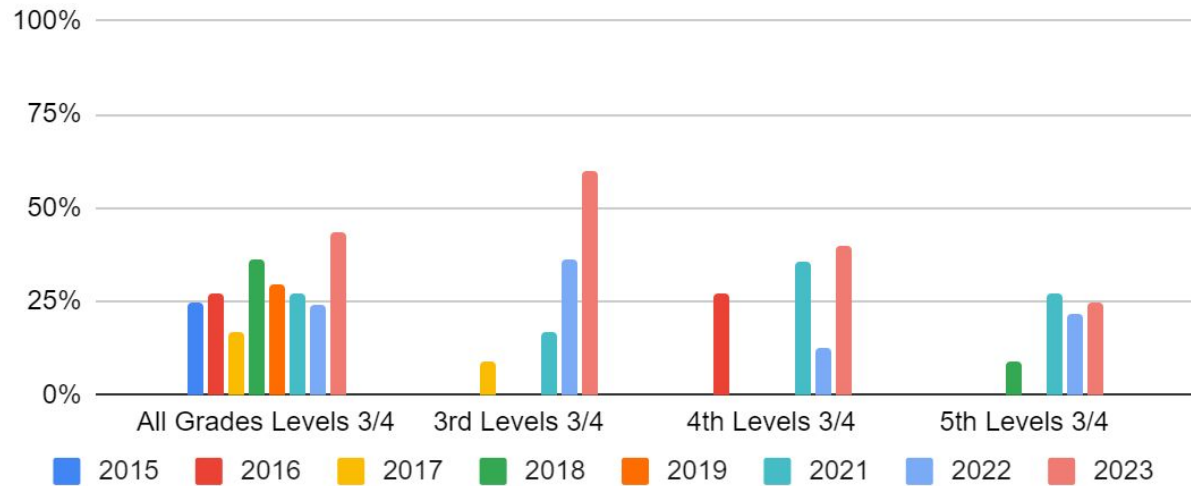
Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	39.6%	40.9%	36.9%	34.2%	30.0%	21.0%	26.6%	52.7%
3rd Levels 3/4	42.8%	29.4%	25.0%	50.0%	33.3%	21.1%	20.0%	60.0%
4th Levels 3/4	35.7%	50.0%	41.7%	30.8%	38.5%	18.2%	33.4%	50.0%
5th Levels 3/4	4.0%	46.2%	50.0%	23.1%	20.0%	23.1%	25.0%	46.2%

Needs Assessment Math Historical EOG



Math EOG SWD

% of Students Proficient & Distinguished



Year	2015	2016	2017	2018	2019	2021	2022	2023
All Grades Levels 3/4	25.0%	27.3%	16.7%	36.3%	29.6%	27.0%	24.2%	43.2%
3rd Levels 3/4	0.0%	0.0%	9.1%	0.0%	0.0%	16.7%	36.4%	60.0%
4th Levels 3/4	0.0%	27.3%	0.0%	0.0%	0.0%	35.7%	12.5%	40.0%
5th Levels 3/4	0.0%	0.0%	0.0%	9.1%	0.0%	27.3%	21.4%	25.0%

Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district's diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

3rd-5th Grade English Language Arts
77% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Culture of Learning
Increase opportunities for staff to engage in job-embedded professional development to support student achievement

There's no place like West Side!
Increase the percentage of families and students who would recommend West Side Elementary School for the complete K-5th grade experience

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment

3rd-5th Grade Mathematics
86% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Improved Processes
Improve processes for collection of funds

Initiatives: What will we do to achieve success?

Structured Literacy Framework
Implement literacy instructional framework that helps students establish a strong foundation in reading and writing

Culture of Learning
Refine current practices for PLCs, improving effectiveness and impact on student achievement; Provide increased PD with on-site gifted endorsement, ½-day planning, and PLCs

There's no place like West Side!
Provide stakeholders academic and social experiences from the perspective of a West Side Student

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment

Math Framework
Implement math instructional framework that helps students build the computational and conceptual skills needed to solve complex problems

Improved Processes
Improve processes for collecting funds
Increased allotments in EIP and Gifted, based on FTE earnings. Additional allotments to be used for innovation and intervention personnel.

**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when
(student groups)?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look if
we provide opportunities for all
children (student groups)?**

**Structured Literacy
Framework**

Implement structured literacy in reading providing adequate instructional time to address these areas of literacy - oral language, phonological awareness, phonics, fluency/syntax, comprehension, vocabulary, and writing.

- K-3: 30 mins phonics; 90 mins reading; 40 mins writing
- 4-5: 90 mins reading; 45-50 mins writing

All students receive daily (K-3= 30 minute; 4-5= 30 minute) small group reading instruction that is skill-based, or comprehension focused based on student need.

- K-3 Intervention: 60 mins. small group instruction daily.
- 4-5 Intervention: 50-90 mins. small group instruction daily.

Align evidence based interventions to students served in intervention groups (95% Group, Wilson Reading System).

Implementation of diagnostic reading assessment three times annually in K-3, as needed to students below grade level Lexile expectations in grade 4-5.

Classroom observations show consistent use of components of structured literacy (Benchmark Phonics, OG, KBUs, STEPS, repeated readings, Heggerty, Morpheme Magic).

Students demonstrate growth on assessments, including MAP, LDAs and mid-point ORF check , and writing assesslets.

K-2nd grade students show positive progress on Cox Campus phonics skills assessment.

Students participating in intervention programs make at least 1.5 years growth, as measured by Lexile reading levels.

3rd-5th Grade English Language Arts
77% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Student Group Achievement Targets:
Economically Disadvantaged – 44% → **TBD**
Students with Disabilities – 32 → **TBD**
Black Students – 44% → **TBD**
***awaiting DOE targets**

**STUDENT
ACHIEVEMENT**

Prepare every student for college and career success.

Implement 90 minute math framework, with a focus on consistent small group instruction and common formative assessment.

Provide all students with guaranteed curriculum by leveraging Savvas, Math in Practice, MCS unit planners, and DOE framework tasks.

Implementation of math assessment systems in K-5, using Schoology AMP, to monitor student mastery of grade level standards.

Align evidence-based interventions and personnel to support students performing below grade level (Intervention/SWD: Do the Math, OG Math, GA Numeracy Project).

Utilize digital programs to provide a supplement that individualized instruction (IXL, Beast Academy).

Classroom observations show consistent use of math framework components, as well as use of curriculum materials (Savvas, MIP, MCS unit planners, DOE tasks).

Students demonstrate growth on assessments, including MAP and grade level common assessments.

3rd-5th Grade Mathematics
86% of students will demonstrate Distinguished or Proficient Levels of Performance on EOG

Student Group Achievement Targets:
Economically Disadvantaged – 58% → **TBD**
Students with Disabilities – 43% → **TBD**
Black Students – 44% → **TBD**
***awaiting DOE targets**

Math Framework

**Initiatives:
What will we
do to achieve
success?**

Critical actions: What major actions
will we complete and by when
(student groups)?

Evidence of progress: How will we
know that the initiative is working?
(Timeline)

Outcomes: What will success look if
we provide opportunities for all
children (student groups)?

Culture of Learning



**HUMAN
RESOURCES**

**Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.**

Develop highly effective PLCs, aligning the work of each grade level with curriculum, instruction, and assessment practices that support student achievement initiatives, specifically those that address the Science of Reading (Writing Revolution).

Leverage partnership with SOR Facilitator to support teacher professional knowledge and instructional practices to align classrooms with the Science of Reading. District ELA Coordinators provides 4-5 teachers with applicable knowledge of SOR.

Provide content specific coaches in reading/writing and math.

Leverage teacher leadership team (SOR & MLT) to build collaboration and vertical instructional commitments in reading/writing and math.

Provide opportunities for staff to seek gifted endorsement.

Provide opportunities for staff to complete OG Associates Level Course & Dyslexia Endorsement.

Implement regularly intention rounds using Get Better Faster, Leverage Leadership to provide teacher coaching.

Teachers actively engaged in PLCs and evidence of learning transferred to instruction. Classroom observations show consistent implementation of instructional strategies taught and modeled by school-based coaching staff.

Teacher Leaders actively participate and facilitate the implementation of instructional commitments across the school.

Continue to increase the number of gifted endorsed teachers.

Staff complete OG Associates Level Coursework & Dyslexia Endorsement.

Evidence of completed instructional walks and coaching cycles.

Culture of Learning
Increase opportunities for staff to engage in job-embedded professional development to support student achievement

**Initiatives:
What will we
do to achieve
success?**

**There's no place like
West Side!**



**Critical actions: What major actions
will we complete and by when
(student groups)?**

Communicate mission and vision of West Side Elementary School through effective use of website, social media, school newsletters, etc.

Increase positive contact with students and families through "Stand Out Stingers".

Implement enrichment opportunities for students during the school day (K-5 STEM Lab; K-5 Innovation Lab, Media Literacy in the Learning Commons). Develop curriculum and learning experiences for growth enrichment programs - STEM, Innovation Lab, Learning Commons, Outdoor Learning Center.

Increase at-home engagement for families through the use of Schoology and L&J4A.

Transition activities for rising Kindergarten students and 5th graders (Teddy Bear Tour, Kinder Skills Assessments, MSGA Preview Events).

Provide seven parent engagement sessions (Parent-2-Parent Series & Admin Lunch & Learn) during the year to address common areas of need (intermediate transition, middle school year, technology, social/emotional learning, assessment)



**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

Increase parent/community engagement on digital platforms (website, social media, surveys, Stinger Stories read).

80% of students will receive positive contact by May 2024.

Establish innovative learning space and enhance interior school design through active partnerships with PTA, district, and community partners.

Support enrichment staff in developing curricular experiences that engage students in the learning process through innovative ways.

100% of staff will utilize Schoology to provide daily communication to families, and support instruction across all grade levels.

Students in K-2nd grade will receive decoable passages, weekly to read at home.

Parent attendance at school parent engagement sessions.



**Outcomes: What will success look if
we provide opportunities for all
children (student groups)?**

There's no place like West Side!
Increase the percentage of families and students who would recommend West Side Elementary School for the complete K-5th grade experience

Initiatives:
What will we do to achieve success?

Critical actions: What major actions will we complete and by when (student groups)?

Evidence of progress: How will we know that the initiative is working? (Timeline)

Outcomes: What will success look if we provide opportunities for all children (student groups)?

Budget Alignment

Assess impact of historical budget purchases, discontinue programs no longer impacting student achievement.

Conduct resource inventory to determine areas of need to support literacy and math instruction.

Prioritize purchases of resources that directly impact student achievement.

Increased availability of appropriate resources to support structured literacy and math framework for instruction.

Increased access to programs that support underperforming student groups (Black, ED, SWD).

- Reading Specialists
- Do the Math
- In school tutoring

Budget Alignment
Align school budgets to have direct connection to student achievement goals, monitoring the ROI of each investment



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Continue implementation of RevTrak online payment options for all activities requiring student payment.

Improve implementation of central deposit system for student activity fees.

Maximize FTE earnings for EIP and gifted students.

Decrease of direct bank deposits made annually.

Eliminate teacher receipting of student activity fees.

Audit findings yield satisfactory progress in bookkeeping processes.

Increased FTE earnings from 2022 to 2023.

Improved Processes
Improve processes for collecting funds
Increased allotments in EIP and Gifted, based on FTE earnings. Additional allotments to be used for innovation and intervention personnel.

Improved Processes

Charter Funding - Strategic Support

-SGT Request Form-

School: West Side Elementary School

Amount Requested: Date of SGT Approval/Vote¹:

Strategic Alignment: Explain how your proposed use of charter funds aligns to your school improvement plan (and/or the district strategic plan) and the long-term outcomes or goals highlighted in your plan.

Funding Activities: Use the table below to state the project activities, strategic alignment, anticipated outcomes and long-term impact for your students.

Implementation: (Project Activities – including any Enhanced Roles ²)	Strategic Plan Alignment:	Program Effectiveness: (Project Outcomes)	Program Impact: (Long-term Outcomes)	Budget:

Charter Funding - Strategic Support

-SGT Request Form (continued) -

Evaluation/RO³: How will you measure your project results? For each of the project outcomes and long-term outcomes listed above, indicate how you will measure your results. Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.

SGT Chair Signature

Principal Signature

Superintendent (or Designee) Signature

Date

¹ SGT approval of Charter Funding requests must be reflected in the SGT minutes.

² All Enhanced Roles must be reflected in the HR process for 2019-2020.

³ Initiatives identified in this form must be presented at the end of the school year and documented in the SGT meeting minutes.